

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is purposed to depict the summary of the study, conclusions and suggestions for further studies based on the findings and discussions from the previous chapter.

5.1 Conclusions

The aim of this study was to investigate the correlation between students' self – esteem and their English speaking competencies. The findings and discussions in Chapter IV have found some conclusions related to the study.

Regarding the result of the gathered questionnaire, it showed that 2 students had very high self – esteem in speaking in English. The highest score gained by one of them was 78 of 80. There were 44 students who belonged to the level of high self – esteem; meanwhile 16 students were in the low level of self – esteem. The lowest score lay at 41 and there were no students who had very low self – esteem.

After conducting the speaking test, 42 of total students had good scores in the speaking test, and 20 students had fair scores in the speaking test. It indicated that more than a half of total students were categorized into the students who had good speaking competencies.

Based on the computation of the correlation score between both variables, it was found that the correlation was 0.509; it indicated the correlation was not strong because it was at moderate level, and was positive. The findings also showed the probability (p) was 0.000 which meant H_0 was rejected since the probability was lower than 0.05. Therefore, this study proved that self – esteem is

one of factors of students' achievement in language learning especially in a speaking activity, since the result showed there was a moderate, positive, and significant correlation between students' self – esteem and their English speaking competencies.

5.2 Suggestions

From the findings that have been elaborated, some suggestions are drawn to the teachers in general, as well as to the future researchers related to the correlation between affective factors and speaking skill. The suggestions are listed in the following:

1. Teachers should know the reasons why students keep silent and avoid using English in the speaking class. The students probably do not believe in their skills and abilities.
2. Teachers should encourage students who are reluctant to speak in the classroom by adapting some interesting and supportive classroom activities.
3. Teachers should consider academic self – esteem as a powerful motivating force that can optimize language learning processes and more importantly consider enhancing student self –esteem as one of the primary goals of language education.
4. The future researchers can focus on other issues in self – esteem, such as gender influences students' speaking skill and learning activities to maintaining students' self – esteem, analyze what factors make students have low self – esteem, and so on. Moreover, the future researchers can also explore the correlation between students' self – esteem and their English speaking competencies in depth to get the better result of this research, for instance, involving more respondents in the research.